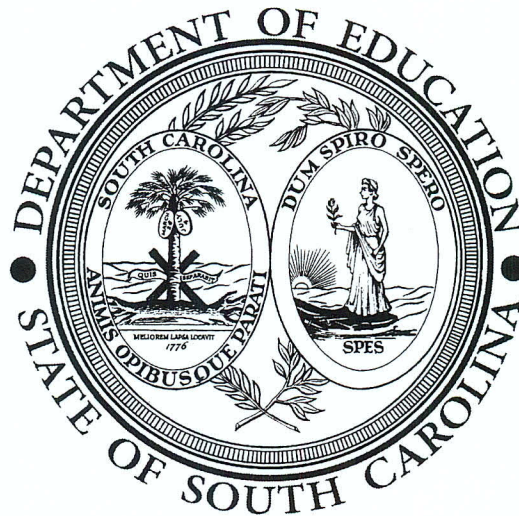


SOUTH CAROLINA STATE PLAN

Adult Education and Family Literacy



**Under Title II of the
Workforce Investment Act of 1998**

**APRIL 12, 2000
For July 1, 2000, through June 30, 2004**

Revised Plan for July 1, 2014–June 30, 2015

**Mick Zais, PhD
State Superintendent of Education**

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INTRODUCTION

This plan is an agreement between the state of South Carolina and the federal government to assure that the state's administration of adult education and family literacy programs is consistent with the Workforce Investment Act (WIA) of 1998, U.S. Public Law 105-220 enacted Title II, the Adult Education and Family Literacy Act (AEFLA) of 1998. This plan communicates the scope of the state's commitment to and support of adult education and family and workplace literacy in order to meet the educational needs of its adult citizens and to adhere to the federal regulations. The State Plan is not a regulation.

South Carolina supports and encourages adult education and family literacy through fifty school-district programs and five community-based organizations. Additionally, sixteen technical education colleges and two state agencies—the South Carolina Department of Corrections (SCDC) and the South Carolina Vocational Rehabilitation Department (SCVRD)—are supported.

The primary function of the South Carolina Department of Education (SCDE) is to provide technical assistance and consultative services to local adult education programs to enhance the quality of services and ensure that these programs meet their goals and objectives. The SCDE has the responsibility to monitor and assess local programs for compliance to state and federal laws and regulations.

In researching statistical data to support the state's needs assessment section of the *South Carolina State Plan*, committee members found limited information directly referencing South Carolina's literacy problem. Information used in this state plan reflects the estimated synthetic scores from the National Adult Literacy Survey (NALS), which does not accurately reflect the current literacy problem in the state. With limited accurate data, the state plan committee agrees that the targeted populations may not accurately reflect or may limit adult education/literacy providers in delivering the highest quality programs. In addition, the committee members strongly encourage our state legislators to commit to updating literacy statistics in order to enhance literacy in South Carolina.

PURPOSE

The purpose of this plan is to promote statewide improvement and expand literacy services offered by adult education throughout the state as well as to qualify South Carolina for federal funds via incorporation of requirements of the AEFLA.

MISSION STATEMENT

The mission of adult education in South Carolina is to (1) assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency, (2) assist adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children, and (3) assist adults in the completion of a secondary-school education.

VISION

The vision of adult education is for all South Carolina adults to have a high level of literacy that enables them to access needed information, take independent action, express ideas and opinions, keep up with the changing world, and exercise rights and responsibilities as family members, workers, and community members.

**UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education**

The Adult Education and Family Literacy Act
Enacted August 7, 1998, as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)

The South Carolina Department of Education (SCDE) of the State of South Carolina hereby submits its revised State Plan extension to be effective until June 30, 2014. The eligible agency also assures that this plan, which serves as an agreement between state and federal governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable federal laws and regulations, including the following certifications and assurances.

CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR Part 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant
Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort
 - (1) In General
 - (A) Determination—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult

education and literacy activities by the lesser of such percentages.

- (2) Computation—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
- (3) Decrease in federal support—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

South Carolina Department of Education
(State Agency)

1429 Senate Street

Columbia, South Carolina 29201
(Address)

By: _____

Mich Zets

(Signature of Agency Head)

State Superintendent of Education
(Title)

March 5, 2014
(Date)

5.0 PERFORMANCE MEASURES

Section 224 (b)(4) of the AEFLA requires *"a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the State or outlying area."*

5.1 ELIGIBLE AGENCY PERFORMANCE MEASURES

The SCDE previously established performance indicators to measure the effectiveness of local providers. Presently, the SCDE recognizes the Test of Adult Basic Education (TABE), the Basic English Skills Test Plus (BEST Plus), and the state's Exit Examination as approved standardized tests used to measure achievement gains. Additional standardized tests may be added as they are evaluated and validated for pre- and post measurements. The SCDE will continue to evaluate the effectiveness of local providers with present performance measures to ensure continuous improvement of adult education and literacy providers for all three purposes of the WIA. All providers must

- collaborate with local agencies, nonprofits, and other providers to ensure non-duplication of services;
- measure academic gains of ABE and ESL students;
- document the number of students that obtain a high school diploma or a GED certificate;
- establish recruitment goals of targeted population(s) and retention rate of students; and
- provide professional development for staff and/or enhance quality of curricula and instruction.

5.2 CORE INDICATORS OF PERFORMANCE

The SCDE will require all local programs to address the following core indicators:

- demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; mathematics; problem solving; English language acquisition; and other literacy skills;
- placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and
- receipt of a secondary school diploma or its recognized equivalent.

5.3 ADDITIONAL INDICATORS OF PERFORMANCE

The SCDE has identified seven additional indicators of performance for local providers for the 1999–2015 school years:

All Programs

- Local programs will identify and serve targeted populations in their service areas identified as priority in section 2.2 of the *State Plan*.
- Each program will report student contact hours by number and by percent of the program's total enrollment.

Workplace Programs

- All workplace specific literacy/basic skills improvement programs with twelve hours or more of instruction must have clear objectives and measurable outcomes. These outcomes must be related to the actual need that is being addressed and should be job-performance based.

Family Literacy Programs

Based on the federal definition, family literacy programs include four components that are carefully integrated into a meaningful whole:

- interactive literacy activities between parents and their children,
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
- parent literacy training that leads to economic self-sufficiency, and
- an age-appropriate education to prepare children for success in school and life experiences.

[Sources: WIA, Reading Excellence Act, Elementary and Secondary Education Act, and Head Start Act.]

All programs are encouraged to work cooperatively with local early childhood and parenting programs in establishing a comprehensive family literacy program. Adult education programs are only accountable, however, for performance measures pertaining to the parent literacy component of family literacy. Collectively, the providers of a family literacy program should establish performance measures for all four components. Responsibility for performance measures on components other than parent literacy, however, is the responsibility of the other providers.

Performance measures that may be used for components of family literacy, other than the parent literacy component, are as follows:

- TABE, or BEST Plus (for ESL parents);
- Parent-Child Interaction Scale (see Appendix C);
- Home Environment Process Checklist (see Appendix D);
- Pre-School Inventory (PSI);
- Preschool Language Scale (PLS); and
- Palmetto Assessment of State Standards (PASS).

5.4 LEVELS OF PERFORMANCE FOR FIRST YEAR

Performance measures for 2000–15 will be negotiated annually with the Office of Vocational and Adult Education, in accordance with the Workforce Investment Act. Statewide levels of performance for core indicators for the 2014–15 school year are as follows:

1. Adults who need to become literate and obtain knowledge and skills necessary for employment and self-sufficiency:

- Thirty-five percent of students with goals to gain employment will gain employment.

- Fifty-nine percent of students will secure employment retention or obtain job advancement as a result of attending an adult education workplace program.
- Sixteen percent of students will enter other academic or vocational programs.

2. Adults sixteen and older who are out of school and need to complete a secondary-school education:

- Thirty-eight percent of ABE Beginning Literacy students will complete this level.
- Thirty-six percent of ABE Beginning Education students will complete this level.
- Thirty-five percent of ABE Intermediate Low students will complete this level.
- Thirty percent of ABE Intermediate High students will complete this level.
- Thirty percent of ASE Low will complete this level.
- Forty-five percent of ASE High will obtain a high school diploma or GED.
- Thirty percent of ESL Beginning Literacy will complete this level.
- Forty-six percent of ESL Low Beginning will complete this level.
- Forty-six percent of ESL High Beginning will complete this level.
- Forty percent of ESL Intermediate Low students will complete this level.
- Forty-four percent of ESL Intermediate High students will complete this level.
- Thirty-eight percent of ESL Advanced students will complete this level.

COURSE	PERCENTAGE
Beginning Literacy	38%
Beginning Education	36%
Intermediate Low	35%
Intermediate High	30%
ASE Low	30%
ASE High	45%
ESL Beginning Literacy	30%
Low ESL Beginning	46%
High ESL Beginning	46%
ESL Intermediate Low	40%
ESL Intermediate High	44%
ESL Advanced	38%
Entered Employment	35%
Retained Employment	50%
Placed in Post Secondary	16%
Obtained GED/Diploma	60%

The level of performance for additional indicators are that at least

- 95 percent of all students enrolled in programs will be identified from the “most in need” populations.

5.5 FACTORS

South Carolina’s demographics reveal that 50 percent of the state’s population has limited literacy skills (NALS, prose levels 1 and 2). The state has a large rural population for whom the lack of transportation is an obstacle to their attending educational classes. Enrollment in local programs fluctuates due to the availability of transportation and childcare services provided by these local programs. The allocation of funds to local programs is based on a finite amount of funding and fluctuates year to year in accordance with the number of students served. More students mean fewer dollars per student. Additionally, each district supports local adult education programs at various levels. Some local programs receive no financial support from their local school district.

5.6 REPORTS

The following report will be required of eligible providers:

- Quarterly Desk Top Monitoring Reports

6.0 PROCEDURES AND PROCESS OF FUNDING ELIGIBLE PROVIDERS

Section 224 (b7) of the AEFLA requires a description of how the eligible agency will fund local activities in accordance with the considerations described in section 231 (e). At such time as South Carolina enters into new competition it will adhere to the RFP format and content as approved by DOE in the South Carolina’s CAP.

****The South Carolina Department of Education will extend current grants for the 2014–15 school year.***

6.1 ELIGIBLE PROVIDERS

Adult education is delivered through a variety of means within the state. The primary providers are local school districts. Other providers are technical colleges, the SCDC, the SCVRD, and nonprofit community-based organizations. To meet at least one, if not all three, of the purposes of the WIA, all local programs must provide services for adults.

Through state legislation, each of the eighty-six school districts in the state is required to offer adult education services to its constituent citizens. To accomplish this mandate, a network of forty-nine adult education programs exists. Several districts have formed a consortium to deliver the services. Each program is required to have a properly certified director. Teachers in SCDE-approved programs are required to be certified. No certification is required for volunteers rendering basic literacy instruction that involves one-on-one and/or small group tutoring (see 3.2).

Nonprofit community-based organizations may receive direct funding from the SCDE. Other nonprofit community-based organizations collaborate with local school district's adult education programs and may receive funding from the SCDE through these programs.

Eligible providers include the following:

- local education agencies,
- community-based organizations of demonstrated effectiveness,
- state agencies (the SCDC and the SCVRD),
- institutions of higher education,
- volunteer literacy organizations of demonstrated effectiveness,
- libraries,
- other nonprofit institutions that have an ability to provide literacy services to adults and families,
- public housing authorities, and
- consortia of such agencies, organizations, or institutions.

6.2 PROCESS AND APPLICATION

Local providers must comply with the following application and approval process:

- meet the definition of a service provider and/or established service provider (see 6.4);
- submit a three-year project proposal that identifies program objectives and goals, including populations to be served and how the most needy populations will be addressed;
- negotiate modifications to project proposal with the Office of Adult Education, if necessary;
- receive approval for project proposal from the Office of Adult Education; and
- submit the previous year's fourth quarter Adult Education Report to verify enrollment, or otherwise establish environment with the approval of the Office of Adult Education.

6.3 NOTICE OF AVAILABILITY

The SCDE will utilize the methods listed below for publicizing the availability of funds and the process for application by local adult education providers:

- notification in statewide newspaper,
- posting on the SCDE's Web sites, and
- general mailing to listings of eligible providers.

6.4 EVALUATION OF APPLICATIONS

The SCDE will evaluate all proposals on the basis of the following criteria as well as other factors that it may deem appropriate from time to time:

- The service provider submitting a proposal must be a school district or an established service provider. An established service provider is defined as any service provider listed in section 6.1 as eligible for funding that has been in existence for two or more years, can demonstrate effectiveness in improving

the academic skills of adults and families, and has established measurable goals.

- The eligible provider demonstrates a commitment to serve adults in the community who are most in need of literacy services, including adults who are low-income or have minimal literacy skills.
- The program is of sufficient intensity and duration for participants to achieve substantial learning gains. ("Sufficient duration" is defined by the state as year-round, unless allocation is inadequate. Local providers will determine sufficient intensity level, which must be approved by the Office of Adult Education.)
- The program uses instructional practices and activities that research has proven to be effective teaching methodology.
- Program activities are built upon a strong foundation of research and effective educational practice.
- Program activities effectively employ advances in technology, as appropriate, including the use of computers.
- Program activities provide learning in real-life contexts to ensure that the participant acquires the skills necessary for him or her to compete in the workplace and to exercise the rights and the responsibilities of citizenship.
- Program activities are provided by well-trained staff and counselors as well as administrators who meet SCDE requirements for persons holding these positions.
- Program activities and cooperative agreements coordinate with other available resources in the community to eliminate duplication of services and to assure effective use of all resources.
- Activities offer flexible schedules and support services that are necessary to enable individuals with disabilities or other special needs to attend the program.
- The program maintains a high-quality management information system with the capacity to develop and produce all reports required by the SCDE.
- The program designs a staff development plan that demonstrates a comprehensive improvement plan with ongoing activities.
- The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines, and places emphasis on serving the target populations.
- The program demonstrates a need for additional literacy services in a geographic area.
- Local communities to be served have a demonstrated need for additional English literacy programs.

All applicants must meet these criteria to be considered for review. All qualified programs will undergo an evaluation reading by a panel. A scoring system will be developed for reviewing each application. Programs must meet or exceed this cutoff point to be considered for funding.

Programs not adhering to federal and state regulations must develop a corrective action plan that includes a deadline to eliminate the problem(s) and enhance the services of the program. The Office of Adult Education will conduct a follow-up monitoring visit to ensure that necessary corrective actions are implemented.

6.5 SPECIAL RULE

FEDERAL

Special federal rules for the SCDE are as follows:

- Duplication of services provided will be kept to a minimum.
- The SCDE will use not less than 82.5 percent of available funds for local grants.
- The SCDE will not use more than 12.5 percent for state leadership activities.
- The SCDE will not use more than 5 percent for administrative expenses.
- The SCDE will reserve an unspecified amount for corrections education, but in no case will that be more than 10 percent of the 82.5 percent of available funds for local grants. The SCDE may elect to provide services for corrections education through local adult education programs.
- The SCDE will use its federal grant to supplement and not supplant other public funds spent for adult education and literacy activities.

STATE

Whenever the SCDE implements any rule or policy that imposes a requirement not mandated by federal law relating to the administration of or the operation of a program authorized under this subtitle, the SCDE shall identify to eligible providers the particular rule or policy as being imposed by the state of South Carolina.

Under the provisions of section 223 of the WIA, the SCDE will require all eligible providers who qualify for funding to limit administrative costs to not more than 5 percent unless a rational need for more than 5 percent is presented. A local provider shall consider any personnel not directly serving students as administrative.

7.0 PUBLIC PARTICIPATION AND COMMENT

7.2 APPROVED BY THE GOVERNOR'S OFFICE

The *State Plan* was reviewed by the Governor's office and approved for submission to the U.S. Office of Education. (See attachment A.)

7.3 APPROVED BY THE SOUTH CAROLINA DEPARTMENT OF EDUCATION

The revised *State Plan* was submitted to the State Superintendent, who has signed the assurance page of the *State Plan*.

APPENDIX A

Learning Resources, Inc. (LRI) is an experienced provider of industry-validated assessment programs, learning curricula for workers and adult students, and support for economic development and the establishment of skill standards.

Workplace Success Skills (WSS) Assessment System's Link to the SCANS Report

The following provides an overview and comparison of how the competencies measured by the WSS program compare with corresponding parts of the SCANS Report.

SCANS: THREE-PART FOUNDATION

SCANS Basic Skills:

- reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

Related Workplace Success Skills (WSS) Basic Skills:

1. recognizes information most relevant and important to a situation;
2. recognizes ambiguous or inconsistent statements, hears "between the lines";
3. accurately recalls factual information from discussions; and
4. extracts and interprets information presented in a graph or chart format.

SCANS Thinking Skills:

- thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason.

Related Workplace Success (WSS) Thinking Skills:

1. identifies alternative methods/procedures that can benefit operating effectiveness and efficiency;
2. prioritizes conflicting demands;
3. identifies methods/procedures that inhibit effectiveness;
4. initiates action to correct operating problems or inefficiencies rather than simply accepting them;
5. suggests alternative methods and procedures to others to enhance their performance or that of the group;
6. assists others in clarifying roles, responsibilities, and accountabilities regarding work assignments;
7. absorbs and applies new information; and
8. is able to master and apply new information (trainability).

SCANS Personal Qualities:

- displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.

Related Workplace Success Skills (WSS):

1. initiates action to correct operating problems or inefficiencies rather than simply accepting them;
2. actively acknowledges and recognizes the positive work efforts and accomplishments of others;
3. handles differences of opinion that arise;
4. solicits the views and opinions of others for solving problems and improving procedures;
5. provides others with feedback on their work quality, productivity, and so forth, which affects his or her own work;
6. sets high standards for his or her own work;
7. demonstrates a concern for doing things "in a quality way";
8. demonstrates ownership for the timely completion of assigned work;
9. encourages others to apply high work standards when completing work;
10. offers assistance to coworkers who are experiencing problems (e.g., behind schedule, quality-related);
11. responds in a positive and constructive manner to problems and concerns raised by others;
12. adheres to company policies and procedures; and
13. persists with ideas and recommendations despite resistance by others.

SCANS FIVE COMPETENCIES**SCANS Interpersonal Skills:**

- works effectively with others (participates as a team member, teaches others, serves clients/customers, exercises leadership, negotiates, works with diversity).

Workplace Success Skills System (WSS):

1. actively acknowledges and recognizes the positive work efforts and accomplishments of others;
2. mediates differences of opinion that arise;
3. interacts positively, calmly, and non-defensively when others are hostile or angry;
4. solicits the views and opinion of others for solving problems and improving procedures;
5. works cooperatively with others to resolve problems of mutual concern;
6. provides coworkers with feedback on their work quality, productivity, and so forth, which affects his or her own work activities;
7. assists coworkers in clarifying roles, responsibilities, and accountabilities regarding work assignments;
8. sets high standards for his or her own work;
9. encourages others to contribute ideas and suggestions;
10. demonstrates ownership for the timely completion of assigned work;
11. encourages others to apply high work standards when completing their work;
12. offers assistance to coworkers who are experiencing problems (e.g., schedules, quality);
13. responds in a positive and constructive manner to problems/concerns raised by others; and

14. persists with ideas and recommendations despite resistance by others.

SCANS Resources:

- identifies, organizes, plans, and allocates resources (i.e., time, money, materials, facilities, and human resources).

Workplace Success Skills (WSS) System:

1. identifies alternative work methods/procedures that can benefit operating effectiveness;
2. prioritizes conflicting work demands;
3. identifies work methods/procedures that inhibit optimal work performance;
4. initiates action to correct operating problems or inefficiencies, rather than accepting them; and
5. demonstrates an ability to organize work for self and others to accomplish tasks.

SCANS Information:

- acquires and uses information (i.e., acquires and evaluates, organizes and maintains, interprets and communicates, and uses computers).

Workplace Success Skills (WSS) System:

1. recognizes information most relevant and important to a situation;
2. encourages others to contribute ideas and suggestions;
3. recognizes ambiguous or inconsistent statements, hears "between the lines";
4. accurately recalls factual information from discussions;
5. adheres to company policies/procedures (e.g., safety policies, personnel policies); and
6. extracts and interprets information presented in graph or chart form.

SCANS Systems:

- understands complex interrelationships (i.e., understands systems, monitors and corrects performance, improves or designs systems).

Workplace Success Skills (WSS) System:

1. identifies alternative work methods/procedures that can benefit operating effectiveness and efficiency,
2. identifies methods procedures that inhibit performance and those that can improve performance of oneself or one's group,
3. suggests alternative work methods and procedures to coworkers aimed at enhancing their performance or that of the group, and
4. is able to absorb and apply new information.

SCANS Technology:

- works with a variety of technologies.

Workplace Success Skills (WSS) System:

- [The competency is not measured by WSS.]

APPENDIX B

Measurable Outcomes for Workplace

1. Productivity improvement
 - Waste reduction
 - Less rework
 - Volume increase
2. Applied Knowledge
 - Quicker response time
 - Machine uptime
 - Shorter time to complete task
3. Job Success
 - Retention rate
 - Promotion
 - Raises
 - Increased responsibilities
4. Employee Attitudes
 - Attendance
 - Number of grievances
 - Workplace injuries
5. Soft Skills
 - Team participation
 - Listening
 - Improvement
 - Enhanced communication skills

Outcome measurements should use existing workplace indices where available. "Job tasking" may need to be performed prior to deciding which may be applicable and is available from the Workplace Resource Center.